



Florence Chapel Middle

290 Shoals Road
Duncan, SC 29334

Grades	7-8 Middle School	
Enrollment	579 Students	
Principal	Steve Gambrell	864-949-2310
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

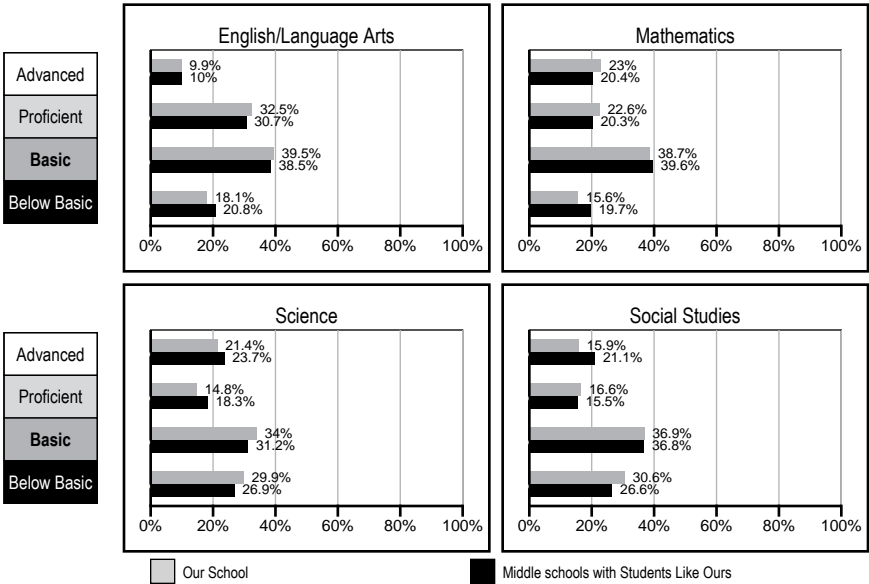
95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	29	3	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	99.4	96.9
English 1	98.7	92.9
Physical Science	0	40.5
All Subjects	99.2	96.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=579)				
Students enrolled in high school credit courses (grades 7 & 8)	36.1%	Up from 29.9%	29.9%	19.4%
Retention rate	1.0%	Up from 0.8%	1.7%	1.8%
Attendance rate	96.3%	Up from 95.9%	96.3%	95.8%
Eligible for gifted and talented	28.4%	Up from 24.8%	26.0%	15.3%
With disabilities other than speech	11.1%	Down from 11.9%	11.1%	12.9%
Older than usual for grade	1.2%	Up from 0.5%	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	70.7%	Up from 67.4%	61.8%	55.0%
Continuing contract teachers	85.4%	Up from 80.4%	75.0%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.7%	3.7%	5.4%
Teachers returning from previous year	84.1%	N/A	84.4%	83.4%
Teacher attendance rate	97.4%	Up from 93.9%	95.3%	94.9%
Average teacher salary	\$47,281	Up 5.6%	\$46,519	\$44,706
Professional development days/teacher	11.9 days	Down from 13.0 days	11.6 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 21.1 to 1	21.6 to 1	20.1 to 1
Prime instructional time	92.3%	Up from 87.6%	90.2%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 97.3%	98.3%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,315	Up 5.1%	\$6,432	\$7,097
Percent of expenditures for instruction*	66.9%	Up from 65.9%	66.8%	64.4%
Percent of expenditures for teacher salaries*	63.6%	Up from 62.6%	63.3%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Cougars of Florence Chapel Middle School have completed another great year. Due to our wonderful students and our dedicated staff, we have many successes to celebrate. In 2007-2008, thirty-one of our eighth graders were named Junior Scholars, the most ever at our school. Our Academic Team placed second in the state in Knowledge Master Competition. Our fine arts students were successful in band, chorus, and orchestra competitions, and our athletic teams were successful as well.

In order to continue to be successful, we must always place the needs of our children first. Responding to the needs of our students, we now offer Honors Algebra 1, Honors Algebra 2, and Honors English 1 courses for high school credit to those who meet the qualification standards. We also have seen an increase in the numbers of students who are enrolled in these higher level courses. We place a great deal of emphasis on our core areas of instruction, Language Arts, Math, Science, and Social Studies. Meanwhile, we continue to offer a wide range of exploratory courses, including foreign languages, careers, technology, and a full range of fine arts courses. At Florence Chapel, we address character education, violence prevention, career choices, and intramurals in our Advisor/Advisee program. We also have a Career Development Facilitator to meet the needs of our students as they begin to make long-range plans for their future.

Our community and parental support has been outstanding, and we are proud to have the Red Carpet School designation for our family-friendly atmosphere. We have a very active School Improvement Council representing all segments of our community and we value the input we receive from them. We need and appreciate your support as we continue to strive to meet the needs of our students.

Steve Gambrell, Principal
Nancy Tripp, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	284	99
Percent satisfied with learning environment	89.7%	88.0%	93.9%
Percent satisfied with social and physical environment	93.1%	87.6%	88.9%
Percent satisfied with school-home relations	89.7%	90.8%	82.8%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	581	99.7	19.9	42.1	32.1	6	49	53.6	48.2	Yes	Yes
Gender											
Male	315	100	26.2	39.7	30.5	3.6	42.7	46.3	41.7	N/A	N/A
Female	266	99.3	12.1	44.9	34	8.9	56.7	61.7	55	N/A	N/A
Racial/Ethnic Group											
White	402	100	17.4	38.7	36.1	7.9	53.7	60.1	60	Yes	Yes
African American	116	100	28.2	49.1	21.8	0.9	38.2	35.7	31.7	Yes	Yes
Asian/Pacific Islander	29	93.1	22.2	37	37	3.7	51.9	64	70.4	I/S	I/S
Hispanic	28	100	23.1	69.2	7.7	0	19.2	36.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	63	100	68.4	28.1	3.5	0	7	13.5	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	23	91.3	60	40	0	0	10	35.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	213	99.1	37.9	42.6	18.9	0.5	28.4	39.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	581	100	16.5	44.7	19.8	18.9	51.1	55.6	45.8	Yes	Yes
Gender											
Male	315	100	18.5	39.7	19.2	22.5	53.3	55	45.6	N/A	N/A
Female	266	100	14.1	50.8	20.6	14.5	48.4	56.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	402	100	12.6	42.9	21.6	22.9	56.8	62.3	59	Yes	Yes
African American	116	100	30.9	50	12.7	6.4	30.9	34.6	26.9	Yes	Yes
Asian/Pacific Islander	29	100	14.3	28.6	32.1	25	60.7	68.1	71.3	I/S	I/S
Hispanic	28	100	19.2	65.4	7.7	7.7	38.5	49.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	63	100	61.4	33.3	3.5	1.8	10.5	18.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	23	100	42.9	47.6	4.8	4.8	23.8	48.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	213	100	28.3	51.8	14.1	5.8	30.9	42.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	433	100	29.9	34	14.8	21.4	36.2	43.9	35.7	96.3	96.4
Gender											
Male	248	100	33.1	26.4	15.9	24.7	40.6	44.7	37.4	96.2	96.3
Female	185	100	25.4	44.5	13.3	16.8	30.1	43.1	33.8	96.4	96.6
Racial/Ethnic Group											
White	300	100	22.5	34.2	14.4	28.9	43.3	52.3	49.2	95.9	96.2
African American	87	100	52.4	33.3	13.1	1.2	14.3	20.7	17	97	97.1
Asian/Pacific Islander	22	100	28.6	23.8	28.6	19	47.6	52.6	58	98.3	97.5
Hispanic	22	100	42.9	38.1	14.3	4.8	19	28.7	24.9	96.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	93.3
Disability Status											
Disabled	43	100	74.4	17.9	2.6	5.1	7.7	15.8	14	94.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	73.3	26.7	0	0	0	25.5	24.4	97.3	97.1
Socio-Economic Status											
Subsidized meals	164	100	45.3	38.7	8	8	16	29	21.1	95.3	95.7

Social Studies

All Students	431	100	30.6	36.9	16.6	15.9	32.5	41.3	34	96.3	96.4
Gender											
Male	226	100	31.5	28.7	18.5	21.3	39.8	44.7	36.6	96.2	96.3
Female	205	100	29.5	46.1	14.5	9.8	24.4	37.5	31.3	96.4	96.6
Racial/Ethnic Group											
White	301	100	27	35.8	17.5	19.6	37.2	47.5	44.5	95.9	96.2
African American	83	100	43	39.2	13.9	3.8	17.7	23.3	19.1	97	97.1
Asian/Pacific Islander	19	100	21.1	31.6	26.3	21.1	47.4	58.7	58.9	98.3	97.5
Hispanic	23	100	47.6	42.9	9.5	0	9.5	26.5	27.5	96.6	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	93.3
Disability Status											
Disabled	48	100	69.8	23.3	2.3	4.7	7	14.2	14.4	94.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	57.9	42.1	0	0	0	30.3	27.3	97.3	97.1
Socio-Economic Status											
Subsidized meals	156	100	50.4	38.1	8.6	2.9	11.5	26	21	95.3	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	286	99.3	26.2	38.5	32.7	2.5	35.3
	8	311	99.4	25.9	48.3	22.4	3.4	25.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	283	100	19.2	41	35.1	4.8	39.9
	8	298	99.3	20.5	43.2	29.1	7.2	36.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	286	100	17	43.1	17.4	22.5	39.9
	8	311	99.7	27.6	47.9	15.9	8.6	24.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	283	100	14.4	37.6	22.9	25.1	48
	8	298	100	18.6	51.6	16.8	12.9	29.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	286	99.3	27.6	34.9	20.7	16.7	37.5
	8	155	98.7	29.5	49.3	14.4	6.8	21.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	283	100	30.6	37.3	11.8	20.3	32.1
	8	150	100	28.4	27.7	20.6	23.4	44
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	286	99.3	35.6	37.1	9.5	17.8	27.3
	8	154	100	21.7	53.1	16.8	8.4	25.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	283	100	37.6	33.2	10.7	18.5	29.2
	8	148	100	16.7	44.2	28.3	10.9	39.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample